

Teacher Preparation Program  
Student Handbook  
2023-2024





# **Education Department Teacher Preparation Program Student Handbook**

## **Table of Contents**

### SECTION 1: CARLOW HERITAGE

The Carlow Seal

Carlow University Mission Statement

Education Department Mission Statement

Education Department Philosophy and Vision

Program Specific Mission Statements

Qualities of the Carlow Scholar-Practitioner

### SECTION 2: EDUCATION DEPARTMENT FACULTY AND STAFF

### SECTION 3: ABOUT THE EDUCATION DEPARTMENT

Program Offerings

Undergraduate Programs

Graduate Programs

Areas of Study within the Education Department

Art Education

Curriculum & Instruction

Early Childhood Education

Educational Leadership

Secondary Education

Special Education

## SECTION 4: POLICIES AND PROCEDURES

Undergraduate Students

Undergraduate Program Coordinator

Acceptance into the Education Department – Undergraduate

Candidacy Requirements

Grading Policy for Undergraduates

Dispositions

Completion of the Education Department Program of Study – Undergraduate

Removal from the Program

Graduate Students

Graduate Program Coordinator

Admittance into the Education Department – Graduate  
Program Requirements Once Admitted – Graduate

Grading Policy for Graduate Students

Dispositions

Completion of the Education Department Program of Study – Graduate

Removal from the Program

## SECTION 5: STUDENT TEACHING

Student Teaching Policies and Procedures

TIMS

ACT 48

## SECTION 6: PROFESSIONAL ENGAGEMENT

Student Organizations and Activities

Carlow Association for the Education of Young Children

Kappa Delta Epsilon

Pennsylvania State Education Association

Student Government Association

SECTION 7: EDUCATION DEPARTMENT AWARDS AND SCHOLARSHIPS

Awards

Scholarships

SECTION 8: STUDENT SUPPORT SERVICES AND RESOURCES

SECTION 9: STUDENT CONDUCT, SAFETY AND SECURITY, AND OTHER  
POLICIES AND PROCEDURES RELATED TO STUDENTS

APPENDIX A: THE PENNSYLVANIA CODE OF PROFESSIONAL PRACTICE AND  
CONDUCT FOR EDUCATORS

APPENDIX B: CARLOW UNIVERSITY DISPOSITIONS DOCUMENT

APPENDIX C: DISPOSITIONS ACTION PLAN

APPENDIX D: COURSES THAT CANNOT BE TAKEN UNTIL CANDIDACY IS  
ACHIEVED (UNDERGRADUATE STUDENTS)



## **MESSAGE FROM THE CHAIR**

Welcome to Carlow University's Teacher Preparation Program.

We are honored you selected Carlow University for your educator preparation. Whether you are a traditional undergraduate, a recent transfer student, or an adult graduate student, you are welcome here, and we look forward to working with you.

Carlow University has a rich history of excellence in teacher preparation. Our programs integrate developmentally appropriate practices with an emphasis on innovation and creativity in teaching. We believe in the transformational power of education and the need to build deep and meaningful relationships; we work closely with our educational partners, including schools, early childcare centers, and non-profit organizations to provide high-quality field and practicum experiences for students.

As a pre-service educator or aspiring curriculum specialist or administrator, we hope you will take advantage of the myriad of opportunities in our department and participate in professional development workshops held multiple times throughout the year. This handbook was created to provide you with a thorough understanding of all processes in teacher education and appropriate points of contact.

Best of luck in your coursework and field experiences. We look forward to celebrating your successes!

Dr. Keely O. Baronak  
Chair, Education Department

## **SECTION 1: CARLOW HERITAGE**

### **The Carlow Seal**

The seal of Carlow University is designed to represent visually those values and ideals that are held by the Sisters of Mercy who founded Carlow and that are expressed in the Mission Statement.

Enclosed within the circle, a symbol of eternity, and open to the circle at each end of its points is a triangle, symbolizing the Trinity. Within the triangle is the Pennsylvania Keystone bearing the motto “Ad Superna, non Superba” (“To the Eternal, not the Perishable”). On either side of the triangle is the lion rampant, a detail taken from the coat of arms of Catherine McAuley, founder of the Sisters of Mercy.

Wisdom, the five-pointed star, and Knowledge, the Roman lamp, have a place above and below the Keystone, while the Irish Cross, recalling the Irish heritage of the Mercy sisters, and a circle are at either side of the Keystone.

### **Carlow University Mission Statement**

Carlow University, rooted in its Catholic identity and embodying the heritage and values of the Sisters of Mercy, offers transformational educational opportunities for a diverse community of learners and empowers them to excel in their chosen work as compassionate, responsible leaders in the creation of a just and merciful world.

### **Education Department Mission Statement**

The mission of Carlow University Education Department is to nurture and support current and future Scholar-Practitioners who are reflective in action, capable of creating and serving in high performance learning environments, and who support and respect the dignity and diversity of all learners.

### **Education Department Philosophy and Vision**

Guiding all of Carlow University’s professional programs is its Scholar-Practitioner philosophy and vision. At Carlow, Scholar-Practitioner is more than a professional role and goes beyond the acquisition of specific skill sets or application of best practice. Scholar-practitioner is a way of being in and relating to the world. It is a way of interacting with students that promotes respect, cultivates each individual’s potential, and instills a love of learning. Those who embody the stance of scholar-practitioner engage throughout the span of their professional life in reflective practice. They engage in both the generation and utilization of knowledge regardless of their professional role or work setting.

Education students are encouraged to assume this stance of Scholar-Practitioner and to expand and deepen their capacities as Scholar-Practitioners as they mature as professionals. This development does not occur in a predictable period of time, nor does it proceed linearly from novice as practitioner to expert as scholar. In fact, there is no divide between scholarship and practice; one



informs the other. Our expectation is that, over time and with the help of mentor teachers and their respective communities of practice, our students grow to exemplify the qualities of a Carlow Scholar-Practitioner. These six intertwining qualities are: *metacognitive reflection, theoretical understanding, pedagogical wisdom, contextual literacy, ethical stewardship, and aesthetic imagination.*

## **Program Specific Missions**

### **Early Childhood Education Mission Statement**

The Early Childhood program for graduate students at Carlow University focuses on educating children from birth to grade four in any context – school, family, or community. As a signature mark of the program, students learn how to honor diversity and form strong inclusive relationships between child and caregiver/teacher. They learn that a child’s environment needs to be rooted in trust, physically and psychologically safe. They learn that the caregiver/teacher relationship needs to be collaborative and characterized by advocacy for the child. Principles of child development and constructivist approaches to learning ground the program along with the belief that strong relationships among the child, family, and community form a healthful child.

The Program uses the NAEYC guidelines for ethical behavior to demonstrate professionalism. Competencies for Early Childhood Education are based on current research and child development theory, NAEYC standards and guidelines, and the pedagogy of relationship.

### **Early Childhood Supervisor Mission**

The Early Childhood Supervisor is the catalyst for change in the education setting serving children from birth through age eight. They must be: a) a responsible leader; b) a developer of curriculum; c) an attentive listener and accurate observer of the child, the teacher, the staff, the parents, and the community at large; d) a resource and enabler of growth; e) a competent and creative administrator; and f) a mediator and facilitator.

To meet these responsibilities, the program in Early Childhood Supervision prepares caring and professionally knowledgeable personnel for programs that serve children from birth through age eight. Candidates will have an understanding of child development, skills to create or support developmentally appropriate curriculum, and the ability to carry out staff development and on-going supervision for teachers who work with infants and toddlers, preschoolers, kindergarteners, and primary-aged children. The competent supervisor must bring an appreciation of the child’s potential within a complex environment to their interactions with children, their families, and other adults.

### **Educational Leadership with Principal Certification Mission Statement**

The mission of the Carlow University Educational Leadership with Principal Certification program is to develop highly effective visionary leaders who are scholar-practitioners, capable of creating, shaping, and sustaining intellectually rigorous programs that optimize each student's potential for academic success in a safe, supportive, equitable, and culturally responsive school environment, in collaboration with internal and external stakeholder groups in the community which they serve.

### **Special Education Mission**

The Special Education Program in the School of Education at Carlow University is dedicated to preparing teachers who are committed to developing the highest educational and quality of life potential of all students, especially those individuals with disabilities or who are at risk for developing disabilities due to life circumstances. The Special Education Program develops educators with a profound commitment to continuously build upon dispositions, ideas, and practices that foster inclusivity, belongingness, and equity for individuals with disabilities across all intersecting identities. The Special Education Program prepares teachers who are dedicated to lifelong learning in the service of continuous improvement of the education experiences of individuals with disabilities, while working within an ethic of professionalism and care that grows out of the university commitment to honor individuals and embrace an ethic of a just and merciful world.

### **Art Education Mission**

Carlow University's Art Education program prepares teacher candidates to teach K-12 students in art. They will become experts in understanding the developmental levels of elementary, middle and secondary school students and apply this knowledge in various field experiences beginning with observation and progressing to planning and teaching small groups and whole classes. Teacher candidates will have a thorough knowledge of art, including studio art, art history, liberal arts and pedagogy, as well as integration of art with other subject disciplines. They will learn to plan, teach, and assess student work. Teacher candidates will learn to use technology in their planning, instruction, and assessment. The field experiences will provide teacher candidates opportunities with diverse learners and will promote a collegiate, learner-centered environment.

### **Reading Specialist Mission**

The mission of the Reading Specialist Program of Carlow University is to prepare professional reading educators to become competent practitioners and agents for equitable literacy: ensuring every learner achieves full literacy through systematic and explicit teaching of reading, writing, and spelling. The heart of Carlow's Reading Specialist Program is to develop literacy leaders that possess a deep knowledge in the cognitive science of reading and the instructional expertise necessary to employ evidence-based practices that afford all students the opportunity to learn to read and write.

### **Secondary Education Mission**

Carlow University's Secondary Certification Program prepares prospective teachers of grades 7 through 12 in the content areas of biology, chemistry, English, general science, mathematics, and social studies. Foundational to the Secondary Certification Program and Carlow's Scholar-Practitioner Framework is the emphasis on the role of reflection in promoting teachers' awareness of their own developing pedagogy and curricular insights as they learn about current theory and practice regarding the teaching of content area subjects and how to create positive learning environments for adolescent learners. Alongside the development of pedagogical content knowledge, the program aims to prepare culturally responsive and antiracist educators who are aware of the psychological, sociological, and political aspects of teaching and learning. This is all done through a purposeful progression of courses and field work that prepares future teachers to enter the classroom to meet the needs of today's students.

## QUALITIES OF THE CARLOW SCHOLAR-PRACTITIONER

### Metacognitive Reflection

- Careful observation of experience
- Discerning significant aspects of experience
- Thoughtful analysis and interpretation
- Constructing meanings that inform future experience
- Awareness of one's process for meaning making

### Theoretical Understanding

- Recognizing that multiple and competing theories exist in all fields
- Understanding the arguments underpinning various theories
- Understanding one's own theoretical position

### Pedagogical Wisdom

The capacity to respond...

- wisely, humanely, and ethically within “pedagogical moments” (Max van Manen)
- in ways that promote continued engagement in learning

### Contextual Literacy

- Understanding that contexts are shaped by historical, political, cultural, economic, and psychological forces
- Capable of “reading” and interpreting social contexts from multiple perspectives

### Ethical Stewardship

- Committing to the well-being of the profession and the clients it serves
- Conserving the best of the profession
- Contributing to the development and growth of the profession
- Assuring that education as a social institution serves the public good

### Aesthetic Imagination

- Understanding the potential of the aesthetic realm to “release the imagination”—to see beyond *what is* to *what might be* (Maxine Greene)
- Embracing ambiguity
- Reflecting and assigning meaning to experience through the aesthetic modalities
- Appreciating the role of artistic expression in coming to know oneself

## **SECTION 2: EDUCATION DEPARTMENT FULL-TIME FACULTY AND STAFF**

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## **SECTION 3: ABOUT THE EDUCATION DEPARTMENT**

### **Program Offerings**

#### ***Education Department--Current Undergraduate Programs (BA)***

- Art Education (K-12)
- Early Childhood Education (PreK-4)
- Special Education (PreK-12) *add-on*
- Secondary Education

#### ***Education Department--Current Graduate Programs (MEd)***

- Art Education (K-12)
- Curriculum & Instruction
  - Autism (Graduate Certificate & Endorsement also available)
  - Dyslexia (Graduate Certificate also available)
  - Early Childhood Leadership (Director's Credential option also available)
  - ESL
  - Online Teaching (Graduate Certificate & Endorsement also available)
  - STEM (Graduate Certificate & Endorsement also available)
- Early Childhood Education
- Educational Leadership
  - Early Childhood Supervision
  - Principal's Certification (K-12)
- Reading Specialist (PreK-12)
- Secondary Education (7-12)
  - Biology
  - Chemistry
  - English
  - Mathematics
  - Social Studies
- Special Education (PreK-12)

## Areas of Study within the Education Department

### Art Education

The Art Education program at Carlow qualifies students to earn Pennsylvania Education Department certification to teach art in grades K through 12. At Carlow, we encourage our students to become artists first, then to transfer their skills to the classroom, giving them a competitive edge. The Education Department offers programs in Art Education at the Undergraduate level (B.A. in Art Education/K-12 Certification) and at the Graduate level (MEd in Art Education/K-12 Certification).

### Curriculum and Instruction

Our MEd in Curriculum and Instruction is an advanced degree designed for practicing educators and those interested in specialized pedagogy. There are six tracks from which students can choose within the Curriculum and Instruction Master's program:

- **Autism\***  
The Autism track prepares licensed teachers to add an autism endorsement.
- **Dyslexia**  
The Dyslexia Teaching track prepares graduates with foundational skills of structured literacy, assessment options for children with dyslexia, and coursework in specialized multi-sensory curricula options.
- **Early Childhood Leadership~**  
The Early Childhood Leadership track prepares graduates for a Director's Credential and leadership of an early childhood center.
- **ESL+**  
The ESL Teaching track is a unique partnership with Allegheny Intermediate Unit (AIU) in which students complete 18 credits of coursework at AIU.
- **Online Teaching\***  
The Online Teaching track prepares graduates to design and deliver highly effective online content; licensed teachers may add an online teaching endorsement.
- **STEM\***  
The STEM tracks prepares graduates with the skills necessary to integrate Science-Technology-Engineering-Mathematics curricula in a multidisciplinary, collaborative, and innovative way; licensed teachers may add a STEM teaching endorsement.

\*Students may apply for PDE Endorsement if they already hold PA teaching certificate

+Students may apply for PDE Program Specialist Certificate through the AIU

~Students may apply through PA Keys for a Director's Credential

### Early Childhood Education

The Early Childhood Education program at Carlow University focuses on educating children from birth to grade four in any context—school, family, or community. As a signature mark of the program, students learn how to honor diversity and form strong inclusive relationships between child and caregiver/ teacher. They learn that a child needs an educator that they can trust, someone that provides encouragement and guidance to insure the highest learning



potential. They learn that the caregiver/teacher relationship needs to be collaborative and characterized by advocacy for the child. Principles of child development and constructivist approaches to learning ground the program along with the necessary foundation to succeed in the 21st Century and beyond. The Education Department offers programs in Early Childhood Education at the Undergraduate level (B.A. in Early Childhood Education/Certification) and the Graduate level (MEd in Early Childhood/Certification).

### ***Apprenticeship Program***

The Apprenticeship Program for Early Childhood Education supports individuals working in childcare and provides a degree completion pathway with 24 credits of on-the-job learning and evening/online coursework tailored to adults. Launched in 2018, The Rae Ann Hirsh Apprenticeship HUB at Carlow University was approved by the Pennsylvania Department of Labor as the state's first four-year early childhood apprenticeship program.

## **Educational Leadership**

- **Principal's Certification**

Our MEd in Educational Leadership prepares graduates for leadership (principal) positions in public, private, charter, parochial schools or in community-based organizations serving children and adolescents. This program leads to PA principalship certification grades K-12. For those who already hold a master's degree in an educational field, the 18-credit "Principal's Certification only" option is available.

- **Early Childhood Supervision**

Carlow's MEd in Early Childhood Supervision is a long-standing and well-respected certification program leading to administrative certification for early childhood educators (PreK-6). It is unique in the State; only four programs have current PDE recognition. The MEd in Early Childhood Supervision is required for early childhood education supervisors in leadership positions within early childhood school-based "hubs" or centers.

## **Secondary Education**

Obtaining a certification in secondary education will prepare you to teach students in grades 7 through 12 in the following subject areas: Biology, Chemistry, English, General Science, Mathematics, or Social Studies. The demand for science and math teachers nationwide has reached a crisis level. Students interested in certification in general science follow our biology major, while those interested in social studies certification follow our history major.

The Master of Education with a concentration/certification in the secondary content areas of biology, chemistry, English, mathematics, social studies, and general science is a degree program for candidates who hold a bachelor's degree in the content area. The core of the program includes

curriculum development and pedagogy, child and youth development, content teaching methodology, strategies for diverse learners, content literacy, research, and technology. The Education Department offers programs in Secondary Education at the Graduate level only (MEd with Certification in Secondary Content Field).

### **Special Education**

Carlow University's Special Education program prepares teachers to meet the needs of children with a wide variety of mental, physical, social, emotional, and behavioral disabilities in multiple settings. Graduates of the program obtain Pennsylvania Special Education certification in Pre-K-12, (age 3 through 21 years of age). The Education Department offers programs in Special Education at the Undergraduate level as well as at the Graduate level (MEd with Certification option in Special Education).

### **Reading Specialist**

In Carlow's Reading Specialist Program, graduate students will study how children learn to read with courses centered on the science of reading with structured literacy approaches to effective literacy assessment and instruction. Part of the program includes a four-course Dyslexia certificate. The entire program is accredited through the International Dyslexia Association.

Coursework includes an examination of phonological awareness, the structure of language, teaching writing and digital literacy. The curriculum meets guidelines for the Pennsylvania Department of Education's framework for the reading specialist, the International Literacy Association (ILA) and the International Dyslexia Association (IDA). Students will benefit from on-site practicums at Carlow's Campus Laboratory School or in regional schools and districts.

## SECTION 4: POLICIES AND PROCEDURES

### Undergraduate Students

#### Program Coordinator

The Undergraduate Program Coordinator is Pam Zimmerman. Undergraduate students should contact Pam about any related matters:

[plzimmerman@carlow.edu](mailto:plzimmerman@carlow.edu)

412.578.6246

#### Acceptance into the Education Department as a Teacher Candidate

Undergraduate students are required to meet the following requirements to be fully admitted as a candidate to the Education Department:

1. Successfully complete 48 credits at the University
2. Have a minimum 3.0 GPA
3. Achieve candidacy (see next section for details). Students must meet with the Undergraduate Program Coordinator as requested to review progress toward candidacy and secure the approval/signature of the Undergraduate Program Coordinator when candidacy is achieved.
4. Secure all three required clearances:
  - PA Child Abuse Clearance  
<https://www.compass.state.pa.us/cwis/public/home>
  - PA Criminal History Clearance  
[https://www.psp.pa.gov/Pages/Request-a-Criminal-History-Record.aspx#.U\\_Y5c010zIV](https://www.psp.pa.gov/Pages/Request-a-Criminal-History-Record.aspx#.U_Y5c010zIV)
  - FBI Fingerprint Clearance  
<https://www.education.pa.gov/Educators/Clearances/CHRI/Pages/Applicant-Procedures.aspx>  
Enter Service Code **1KG6RT**. You must first register online through the website and pay for the clearance; then you need to schedule an appointment to physically get your fingerprints taken.
5. Consistently display dispositions required for the profession as evidenced by documentation on the Dispositions Form (See Appendix B).

6. Adhere to Pennsylvania’s Code of Professional Practice and Conduct for Educators found in Appendix A or at <http://www.pacode.com/secure/data/022/chapter235/chap235toc.html>

### **Candidacy Requirements**

Pennsylvania law mandates that students must be admitted into the Teacher Certification Program. This process is referred to as “Candidacy.” Advancing to candidacy is a process that is required to progress into the latter stages of your program. No student can continue into upper-level education courses without being approved for Candidacy.

To meet the requirements to apply for Candidacy, a student must meet all the requirements in this section **prior to earning 48 college credits**. The Candidacy Review process requires a meeting with the Undergraduate Program Director to review all the criteria, documentation showing evidence of the above criteria, and a signed letter sent by the Education Department acknowledging that candidacy has been granted and the criteria have been met.

Prior to earning 48 college credits, undergraduate students must meet the following criteria to earn candidacy:

1. Have a minimum 3.0 GPA
2. Successfully complete two qualifying Math courses and two qualifying English courses (one Composition course and one Literature course)
3. Demonstrate proficiency in the basic skills of reading, writing, and mathematics, as defined by the Pennsylvania Department of Education. Proficiency can be demonstrated in ONE of the following 5 ways:
  - a. Submit qualifying SAT exam scores that meet the criteria
    - i. SAT Critical Reading, Mathematics, and Writing Exam (For SATs taken prior to 3/1/16):**

Minimum Passing Score on each section (Critical Reading, Mathematics, and Writing) is 500.

Total score on the SAT exam must be at least 1500.

**ii. SAT Reading, Mathematics and Writing/Language (For SATs taken after 2/29/16):**

	<b>Passing Score</b>	<b>Minimum Composite Score</b>
Reading	27	25
Mathematics	26	24
Writing & Language	28	26

If the sum of your reading, mathematics and writing/language sections total 81 or higher AND each section's score meets the minimum composite score above, you meet the basic skills requirement.

**b. Submit qualifying ACT exam scores that meet the criteria**

ACT Reading, Writing, and Mathematics (For ACTs taken after August 31, 2015:

	<b>Passing Score</b>	<b>Minimum Composite Score</b>
Reading	22	20
Writing	21	17
Writing (after 09/16)	8	7
Mathematics	21	19

If the sum of your reading, writing, and mathematics sections total 64 or higher (September 2015-August 2016 test dates) or 51 or higher (September 2016 and later test dates) AND each section's score meets the minimum composite score above, you meet the basic skills requirement.

ACT scores prior to 8/31/15: ACT scores received prior to 8/31/15 are only accepted in Mathematics due to the significant change in test format). Reading/English/Writing ACT scores received prior to 8/31/15 are not accepted.

- c. Meet the minimum passing or composite score on each of the three sections of the [PAPA exam](#), as well as the overall required score, as follows:

	<b>Test Number</b>	<b>Passing Score</b>	<b>Minimum Composite Score</b>
<b>Reading</b>	<b>8001</b>	<b>220</b>	<b>193</b>
<b>Mathematics</b>	<b>8002</b>	<b>193</b>	<b>176</b>
<b>Writing</b>	<b>8003</b>	<b>220</b>	<b>192</b>

If the sum of your reading, mathematics and writing modules total 633 or higher AND each module's score meets the minimum composite score above, you meet the basic skills requirement.

- d. Meet the minimum passing or composite score on each of the three sections of the [CORE exam](#), as well as the overall required score

	<b>Test Number</b>	<b>Passing Score</b>	<b>Minimum Composite Score</b>
<b>Reading</b>	<b>5712</b>	<b>156</b>	<b>148</b>
<b>Mathematics</b>	<b>5732</b>	<b>142</b>	<b>132</b>
<b>Writing</b>	<b>5722</b>	<b>162</b>	<b>158</b>

If the sum of your reading, mathematics and writing modules total 460 or higher AND each module's score meets the minimum composite score above, you meet the basic skills requirement.

- e. Mix and match any of the options above in reading, writing, or math by selecting your BEST score from any of the exams that qualify. In the mix-and-match method, students may NOT use the composite scores for the exams but must pass the exams outright by earning the passing score or above.

Example: A student may use the Writing portion of the CORE exam on which s/he scored a 163, the Reading portion of the PAPA exam on which s/he scored a 224, and her/his SAT Math score of 520 to qualify.

- f. At Carlow University, undergraduate students may take a specific math course, MAT 105, to meet the math section of basic skills proficiency. The final grade in the course must be a B or better for the course to count toward basic skills proficiency.

4. If candidacy is not achieved by the time a student reaches 48 credits, he/she may not continue to take upper-level education courses until such time that candidacy is achieved. A list of courses that may NOT be taken until candidacy is achieved can be found in Appendix D.

**Grading Policy for Undergraduates**

Undergraduate students must pass all courses in the major with a grade of C+ or better. Courses with a grade below a C+ must be retaken.

**Undergraduate Fieldwork Requirements**

Fieldwork is an integral part of Carlow’s teacher education programs. These experiences prepare students to become professional educators and provides opportunities for students to reflect upon personal growth and best practices of teaching. All certification seeking students are required to complete fieldwork in addition to course work.

**Art Education (K-12)**

Course #	Course Title	Field Requirements	Level
EC200/206	Child Development	10 hours observation	1
SPED230	Foundations of Special Education	10 hours observation in special education setting	1
SPED332	Instructional Support in Reading, Writing, & Math	15 hours	2
AE326	Elementary Art Methods & Materials	35 hours	3
AE327	Sec Art Methods & Materials	35 hours	3
AE409/410	Student Teaching & Seminar	8 weeks full-time in primary, 8 weeks in secondary	3

**Early Childhood Education (PreK-4)**

Course #	Course Title	Field Requirements	Level
EC201	Orientation to ECE	10 hours observation	1
EC200/206	Child Development	10 hours observation	1
SPED230	Foundations of Special Education	10 hours observation in special education setting	1
EC303	Math for the Developing Child	15 hours	2
EC304	Science for the Developing Child	15 hours	2
ED312	Reading & Language Arts	15 hours	2
EC311	Infant/Toddler Practicum	15 hours	2
EC325	Primary Practicum	60 - 120 hours	2

EC313	Family & Community Partnerships	10 hours community-based engagement	2
SPED332	Instructional Support in Reading, Writing, & Math	15 hours	2
SPED450	Early Intervention	15 hours in a preschool, childcare, or kindergarten classroom	3
EC406/407 or EC410	Student Teaching & Seminar	16 weeks full-time in PreK, Primary, or Both	3

### Early Childhood Education/Special Education Dual Certification

Course #	Course Title	Field Requirements	Level
EC201	Orientation to ECE	10 hours observation	1
EC200/206	Child Development	10 hours observation	1
SPED230	Foundations of Special Education	10 hours observation in special education setting	1
EC303	Math for the Developing Child	15 hours	2
EC304	Science for the Developing Child	15 hours	2
ED312	Reading & Language Arts	15 hours	2
EC311	Infant/Toddler Practicum	15 hours	2
EC325	Primary Practicum	60 - 120 hours	2
EC313	Family & Community Partnerships	10 hours community-based engagement	2
SPED332	Instructional Support in Reading, Writing, & Math	15 hours	2
SPED450	Early Intervention	15 hours in a preschool, childcare or kindergarten classroom	3
SPED 451	Assessment in Special Education	15 hours	3
SPED 470	Mild & Moderate	15 hours	3
SPED476	Severe & Profound	30 hours	3
EC406 & SPED490	Student Teaching & Seminar	8 weeks full-time in primary, 8 weeks in special education	3

### Dispositions

All students in the Education Department are expected to maintain high standards of professional conduct and to strictly abide by Pennsylvania's *Code of Professional Practice and Conduct for Educators*. Please see Appendix A for this document.

Additionally, Carlow University's Teacher Education Program adopted professional dispositions, those professional behaviors, attitudes, and beliefs which guide educator



conduct in classrooms and schools and embody the conceptual framework of Scholar Practitioner. Contained within the disposition instrument are those professional dispositions routinely assessed to ensure preservice teachers are demonstrating appropriate professional practice in coursework and field experiences. As an instrument, professional dispositions provide important formative feedback to preservice teachers as they progress through program and an important summative evaluation during student teaching. Please see Appendix B for this document.

While the disposition instrument may be used at any point in time by a course instructor or field supervisor, there are specific points where dispositional data will be collected. Undergraduate students in teacher education will self-assess during ED 200. Instructor assessment will occur during SPED 230SL, EC 318, EC 307, and during student teaching.

All disposition categories must be rated as “Behaviors Always Demonstrated” for satisfactory program progress and successful completion of student teaching. If any category is rated as inconsistent or missing/absent, then the instructor or student teaching college supervisor must meet and conference with the student. In this event, the student must be provided with a copy of the disposition instrument in advance of the meeting, and the student may provide a written clarification or elaboration of the documented behavior. As the result of the meeting, an action plan must be completed (please see Appendix C).

All student dispositions are included in the student’s file in the Education Department and reviewed when considering program candidacy and student teaching application approval.

### **Completion of the Education Department Program of Study – Undergraduate**

Completion of the program and certification is a three-step process:

**Phase One: Student Teaching.** Successful completion of Student Teaching is required for teaching certification. Refer to Section 5 in this Handbook for a full description of the Student Teaching process.

**Phase Two: Graduation.** Successful completion of the Program of Study’s requirements and obtaining of a baccalaureate degree (graduation) is required for teaching certification.

**Phase Three: Certification.** Certification is a process to verify the qualifications and proficient training of each professional educator to execute his/her professional responsibilities. All professional employees of public schools must be state certified. The State Board of Education sets the standards and regulations for certification and the Education Department’s Bureau of Leadership and Teacher Quality administers those standards and regulations.

### **Removal from the Program**

Once admitted to candidacy, students must maintain a 3.0 grade point average. If the GPA drops below a 3.0, the student will be removed from the program.

Students may also be removed from the program for continuing or substantive violation(s) of the *Code of Professional Practice and Conduct for Educators* or the Carlow University Education Department Dispositions document.

Students may appeal program removal decisions within 15 calendar days of receipt of notification to the Dean of the College of Learning and Innovation.

## **Graduate Students**

### **Program Coordinator**

The Graduate Program Coordinator is Ann Bisignani. Graduate students should contact Ann about any related matters:

[ambisignani@carlow.edu](mailto:ambisignani@carlow.edu)

412.578.6296

### **Admittance into the Education Department as a Teacher Candidate**

Applicants who seek admission to the Education Department must give evidence of the following as admission requirements:

- Completed [online application](#)
- 3.0 GPA in undergraduate coursework
- Personal essay
- Two recommendations
- Official transcripts from all prior college coursework
- For secondary candidates only, substantive coursework in major, as documented by a transcript review, must have been completed prior to admittance as a Secondary Education major

### **Program Requirements Once Admitted**

1. Secure all three required clearances:
  - PA Child Abuse Clearance  
<https://www.compass.state.pa.us/cwis/public/home>
  - PA Criminal History Clearance  
<https://www.psp.pa.gov/Pages/Request-a-Criminal-History-Record.aspx#.UY5c010zIV>
  - FBI Fingerprint Clearance  
<https://www.education.pa.gov/Educators/Clearances/CHRI/Pages/Applicant-Procedures.aspx>  
Enter Service Code **1KG6RT**. You must first register online through the website and pay for the clearance; then you need to schedule an appointment to physically get your fingerprints taken.
2. Complete 180 hours of field experience, as required by the Pennsylvania Department of Education, throughout the program. Up to 40 hours of Stage 1 and 2 field experiences can be fulfilled through prior work with children or adolescents, as documented through the Graduate Program Coordinator.

3. Consistently display dispositions required for the profession as evidenced by documentation on the Dispositions Form (See Appendix B).
4. Adhere to Pennsylvania’s Code of Professional Practice and Conduct for Educators found in Appendix A or at <http://www.pacode.com/secure/data/022/chapter235/chap235toc.html>

**Field Experiences**

All graduate students in all education programs are required to provide 40 hours of documented experience volunteering or working with children and teens.

**Art Education**

Course #	Course Title	Field Requirements	Level
AE726	Elementary Art Methods and Materials	35 hours	3
AE727	Secondary Art Methods and Materials	35 hours	3
AE761	Engaging in Scholarly Practice	105 hours - first three weeks of student teaching	3
AE729/730	Student Teaching & Seminar	8 weeks in primary, 8 weeks in secondary	3

**Early Childhood Education PreK-4**

Course #	Course Title	Field Requirements	Level
ED703	Logical & Mathematical Thinking	35 hours split with ED718	3
ED718	Comm & Reading Development	35 hours split with ED703	3
ED761	Engaging in Scholarly Practice 1	105 hours - first three weeks of student teaching	3
EC716/EC717 or EC719	Student Teaching & Seminar	16 weeks full-time in PreK, Primary, or Both	3

**Reading Specialist**

Course #	Course Title	Field Requirements	Level
READ721	Dyslexia & Structured Literacy	10 hours embedded field	3
READ 725	Teachers as Writers	10.5 hours embedded practicum work	3
READ727	Adolescent & Adult Literacy	21 hours embedded practicum tutoring work	3
READ 761	Scholarly Practice - initial cert only	105 hours - first three weeks of student teaching	3
READ	Student Teaching & Seminar	16 weeks full-time	3

## Secondary Education

Course #	Course Title	Field Requirements	Level
SE720	Engaging in Scholarly Practice 1	35 hours onsite with instructor	3
SE721	Engaging in Scholarly Practice	105 hours - first three weeks of student teaching	3
SE709	Student Teaching & Seminar	16 weeks full-time	3

## Special Education

Course #	Course Title	Field Requirements	Level
SPED761	Engaging in Scholarly Practice - Mild & Moderate	35 hours in PreK-12 special education classroom	3
SPED762	Engaging in Scholarly Practice - Severe & Profound	30 hours in an approved private school or special educ classroom	3
SPED763	Engaging in Scholarly Practice - initial cert only	105 hours - first three weeks of student teaching	3
SPED790	Student Teaching & Seminar	initial cert requires - 8 weeks primary sped, 8 weeks secondary sped	3
SPED790	Student Teaching (no seminar)	add-on cert - 8 weeks in either primary or secondary	3

## Grading Policy for Graduate Students

Graduate students must pass all courses with a grade of B- or better. Courses with a grade below a B- must be retaken. A graduate course may only be retaken one time. An appeal process is available for extenuating circumstances. To submit an appeal, please write a formal letter to the Chair of the Education Department describing in detail why you believe an extenuating circumstance exists in your context.

## Dispositions

All students in the Education Department are expected to maintain high standards of professional conduct and to strictly abide by Pennsylvania's *Code of Professional Practice and Conduct for Educators*. Please see Appendix A for this document.

Additionally, Carlow University's Teacher Education Program adopted professional dispositions, those professional behaviors, attitudes, and beliefs which guide educator conduct in classrooms and schools and embody the conceptual framework of Scholar Practitioner. Contained within the disposition instrument are those professional dispositions routinely assessed to ensure preservice teachers are demonstrating

appropriate professional practice in coursework and field experiences. As an instrument, professional dispositions provide important formative feedback to preservice teachers as they progress through program and an important summative evaluation during student teaching. Please see Appendix B for this document.

While the disposition instrument may be used at any point in time by a course instructor or field supervisor, there are specific points where dispositional data will be collected. Graduate students will self-assess in PYM 730. Instructor assessment will occur during PYM 730. In addition, depending on the program, instructors will assess during SE 720/721, SPED 770, and ED 721. All teacher candidates will be assessed during student teaching.

All disposition categories must be rated as “Behaviors Always Demonstrated” for satisfactory program progress and successful completion of student teaching. If any category is rated as inconsistent or missing/absent, then the instructor or student teaching college supervisor must meet and conference with the student. In this event, the student must be provided with a copy of the disposition instrument in advance of the meeting, and the student may provide a written clarification or elaboration of the documented behavior. As the result of the meeting, an action plan must be completed (please see Appendix C).

All student dispositions are included in the student’s file in the Education Department and reviewed when considering program candidacy and student teaching application approval.

### **Completion of the Education Department Program of Study – Graduate**

Completion of the program and certification is a three-step process:

**Phase One: Student Teaching.** Successful completion of Student Teaching is required for teaching certification. Refer to Section 5 in this Handbook for a full description of the Student Teaching process.

**Phase Two: Graduation.** Successful completion of the Program of Study’s requirements (graduation) is required for teaching certification.

**Phase Three: Certification.** Certification is a process to verify the qualifications and proficient training of each professional educator to execute his/her professional responsibilities. All professional employees of public schools must be state certified. The State Board of Education sets the standards and regulations for certification and the Education Department’s Bureau of Leadership and Teacher Quality administers those standards and regulations.

### **Removal from the Program**

Once admitted to the MEd program, students must maintain a 3.0 grade point average. If the GPA drops below a 3.0, the student will be removed from program.

Students may also be removed from the program for continuing or substantive violation(s) of the *Code of Professional Practice and Conduct for Educators* or the Carlow University Education Department Dispositions document.

Students may appeal program removal decisions within 15 calendar days of receipt of notification to the Dean of the College of Learning and Innovation.

## SECTION 5: STUDENT TEACHING

Student teaching is a requirement for certification for all education majors. Students will complete two eight-week student teaching placements or one sixteen-week teaching placement for each certification area. Students desiring certification in Special Education will complete an eight-week placement in addition to their core certification placement(s).

Students are invited to apply for student teaching by either the undergraduate or graduate coordinator once all program requirements are met for student teaching.

Application: <https://forms.office.com/r/ircjcThr7J>

### **Student Teaching Policies and Procedures**

- Undergraduate students who have met all the requirements for a spring semester placement must apply for student teaching and submit all clearances and additional requirements no later than March 1 **of the year preceding the desired placement.**
- Undergraduate students who have met all the requirements for a fall semester placement must apply for student teaching and submit all clearances and additional requirements no later than October 1 **of the year preceding the desired placement.**
- Graduate students will be notified of deadlines to apply for student teaching through the Graduate Program Coordinator.
- Students must have renewed all their clearances before student teaching, such that all clearances are **less than one year old from the start date of each placement.** There are no exceptions.
  - PA Child Abuse Clearance  
<https://www.compass.state.pa.us/cwis/public/home>
  - PA Criminal History Clearance  
<https://www.psp.pa.gov/Pages/Request-a-Criminal-History-Record.aspx#.UY5c010zIV>
  - FBI Fingerprint Clearance  
<https://www.education.pa.gov/Educators/Clearances/CHRI/Pages/Applicant-Procedures.aspx>  
Enter Service Code **1KG6RT**. You must first register online through the website and pay for the clearance; then you need to schedule an appointment to physically get your fingerprints taken.



**Additional Clearances for Early Childhood Majors** planning to student teach in PreK, Head Start, or a childcare center **MUST ALSO** secure the following:

A. **Department of Human Services FBI Fingerprint Clearance** (this is a different clearance than the Department of ED clearance – you must do both)

1. <https://uenroll.identogo.com>
2. Enter Service Code **1KG738**. You must first register online through the website and pay for the clearance; then you need to schedule an appointment to physically get your fingerprints taken. You can choose Carlow University as the employer. This information does not really matter.

B. **NSOR Sex Offender Registry**

<http://www.keepkidssafe.pa.gov/natsexoffreg/index.htm>

1. Currently, all applicants for NSOR verification must print and fill out the application. There is no fee. Complete all fields within the application. Mail the application according to the instructions.

- Students must submit TB test results that are **less than one year old from the start date of each placement** (or that meet the requirements of the student's placement site).
- Students must submit certificates of completion for
  - **Act 126** Child Abuse Training Certificates (Mandated Reporter Training) All 3 portions dated **AFTER OCTOBER 27, 2017**
    - <https://www.reportabusepa.pitt.edu>
    - Submit completion certificate.
  - **Chapter 49** Conceptualizing Professional Ethics for Educators online training
    - [SAS - Pennsylvania Department of Education Standards Aligned System - SAS \(pdesas.org\)](http://www.pdesas.org)
- Students must submit a professional resume along with their online application for student teaching.
- Students may not, under any circumstances, call schools or sites and attempt to arrange their own placements. All placements are arranged through the Director of Clinical Placements for Teacher Education.

- Students may not student teach in a school district where they previously attended school or in which they currently have children attending school or in which a spouse or parent works in that school district. There are no exceptions.
- Typically, Early Childhood Education students complete both an 8-week Primary experience (Grades K-4) and an 8-week Pre-K experience.
- Students may indicate a desired geographical location (North, South, East, or West in/of Allegheny County), but there are no guarantees of specific school district requests. The Director of Clinical Placements for Teacher Education will consider the desired geographical location selected by the candidate but will have final determination into placement location.
- The Education Department reserves the right to change a student teaching assignment should circumstances warrant. The program also recognizes its responsibilities to children taught by the student teacher. Should a student teacher appear to be detrimental to expected children's growth and development, the case will be reviewed, and the student teacher may be removed from student teaching.
- The Student Teaching Seminar is a required component of student teaching. Student teachers meet 8-10 times during their 16-week experience for programmatic/educational seminars, networking, and support. Attendance at all Seminar sessions and workshops is mandatory.
- The student teaching experience culminates with the Celebration of Teaching event, where education students demonstrate required Program of Study and Education Department outcomes. This is considered a Capstone Experience and is assessed in several ways. The Celebration of Teaching is held at the end of the fall and spring semesters. Attendance at the Celebration of Teaching is mandatory.
- Please reference the Student Teaching Handbook, located on the website, for additional information related to all aspects of student teaching.

To learn more information regarding student teaching, contact Tanya, Baronti, Director of Clinical Placements for Teacher Education at [tbaronti@carlow.edu](mailto:tbaronti@carlow.edu), the Undergraduate or Graduate Program Coordinators, or your advisor.

## **TIMS**

TIMS, the Teacher Information Management System, is an online teacher certification system, providing a process of communication between PDE (Pennsylvania Education Department) and applicants, educators, local educational agencies, institutions of higher education and Educator Preparation Programs. TIMS allows a student to conveniently apply for certification, submit materials, monitor the application status, pay fees, update your contact information and communicate with PDE. For more information visit [www.PA-TIMS.com](http://www.PA-TIMS.com). Once you have applied for certification through the TIMS system, you will be issued a Professional Personnel Identification number which will continue with you throughout your career as a teaching professional in Pennsylvania. All information related to your teaching certificate and continuing education credits to keep your teaching license current will be housed at this site.

## **ACT 48**

ACT 48 requires that education professionals complete continuing education courses every five years. By completing six credits of study, equaling 180 hours, each five year period, students can meet such requirements, which in turn keeps their teaching certificate active. The Pennsylvania Department of Education calculates that 1 credit of college studies or professional education courses is equal to 30 clock hours.

If an individual does not fulfill their ACT 48 requirements within the five-year period, his/her certificate will become inactive and the holder will be disqualified from being employed by a Pennsylvania public school as a professional or temporary professional employee. Please visit the Pennsylvania Department of Education website to find updated information about ACT 48 credits.

## **SECTION 6: PROFESSIONAL ENGAGEMENT**

### **Student Organizations and Activities**

There are various student organizations on campus to help enhance student involvement and create a sense of community throughout the University. The Office of Student Affairs supports all students' efforts to create activities, organizations, and co-curricular leadership opportunities, and by doing so serves as the hub of student involvement and leadership development. This office works with student leaders from the Student Government Association (SGA), the Campus Activities Board (CAB), the Commuter Student Association (CSA), and a wide variety of other student organizations to offer events and activities, develop leadership, and support co-curricular experiences to make the most out of a student's time at Carlow.

### **Carlow Future Educators Club (CFEC)**

The Carlow Future Educators Club (CFEC) is a campus club open to any interested undergraduate, graduate, or apprenticeship student. The club meets regularly for students to network and attend special training courses or presentations by invited guests. The club provides professional development opportunities through sponsorship of on-campus, regional, and State conferences and workshops on educational topics of interest.

### **Kappa Delta Epsilon (KDP)**

Kappa Delta Pi (KDP), International Honor Society in Education, was founded in 1911 to foster excellence in education and promote fellowship among those dedicated to teaching. For over a century, the Society has consistently grown, starting with a local chapter to become the international organization it is today, with an initiated membership that exceeds 1.2 million.

Using a variety of programs, services, and resources, KDP supports and advances educators throughout the phases and levels of their teaching careers. *Membership to KDP is by invitation only. Inductions are held twice a year, and students receive cords to wear as part of the graduation ceremony from Carlow.*

### **Best Buddies – Carlow University Chapter**

Best Buddies is open to all undergraduate and graduate students interested in joining a global volunteer group that creates opportunities for one-to-one friendships for people with intellectual and developmental disabilities. The program builds friendships between people with and without IDD, offering social mentoring while improving the quality of life and level of inclusion. Carlow's chapter of Best Buddies coordinates activities with Community Living and Support Services (CLASS) and supports individual matching and/or participating in group activities.

## **SECTION 7: EDUCATION DEPARTMENT AWARDS AND SCHOLARSHIPS**

### **AWARDS**

Every year the Education Department honors its students with awards for excellence.

#### **Janet Simon, PhD '67 Woman of Spirit Scholarship Award**

Endowed by an anonymous donor to honor the exemplary leadership of Dr. Janet Simon, Executive Director of the Western Pennsylvania Department for Blind Children, this need-based scholarship will be awarded annually to a student who is majoring in Special Education and who demonstrates academic excellence.

#### **Leadership in Education Award**

This honor is awarded to a student who embodies Carlow's core value of Leadership. During her/his time at Carlow, this student has worked to establish and nurture associations with and within communities of practice

- She/he facilitates opportunities to connect Carlow's Education Department to the broader education community;
- She/he may hold education-affiliated office(s) at the local, district, regional, national or international level;
- She/he consistently demonstrates leadership qualities in the classroom as well as her/his work within organizations;
- An ambassador for Carlow's Education Department, she/he works for the betterment of children, families, organizations and society.

Qualifications: Graduate and Undergraduate Awards will be given; undergraduate students must be seniors.

#### **Mother Irenaeus Dougherty Excellence in Teaching Award**

This honor is awarded to a student who embodies the characteristics of a Carlow Scholar-Practitioner (meta-cognitive awareness, theoretical understanding, pedagogical wisdom, contextual literacy, ethical stewardship and aesthetic imagination).

- She/he consistently demonstrates these characteristics in her/his role of student teacher;
- In addition to reflecting on her/his practice, he/she integrates reflection as a mode of inquiry in her/his class;
- She/he relates to each student as an individual with unique capacities and gifts;

- She/he creates an environment where critical thinking and the spirit of community prevail;
- She/he places students at the center of the curriculum and, in so doing, honors the dignity of each learner.

Qualifications: Graduate and Undergraduate Awards will be given; undergraduate students must be seniors.

### **Outstanding Service Award**

This honor is awarded to a student who embodies Carlow's core values of Service and Hospitality. During her/his time at Carlow, this student has actively embraced an ethic of service for a just and merciful world.

- She/he engages in service to others with competence and compassion;
- She/he contributes to the Carlow community;
- She/he welcomes opportunities to join in community with others in ministering to the broader community;
- She/he exemplifies the ideals of integrity, discipline and empathy.

Qualifications: Graduate and Undergraduate Awards will be given; undergraduate students must be seniors.

## **Scholarships**

The following are a sampling of scholarships available to Carlow Education majors. Visit the [Office of Financial Aid](#) for additional information on scholarships, loans, and other forms of aid.

### **Scholarships Available to Education Department Students**

Please visit the Education Department's site on myPortal to get information about current scholarships available: <https://myportal.carlow.edu/academics/Education/Department/Pages/scholarships.aspx>.

### **Scholarships Available through the Pittsburgh Foundation**

Visit the [Pittsburgh Foundation's](#) Scholarship site to view information about scholarships that are currently available to undergraduate and graduate students.

### **Scholarship Available through PAC-TE (Pennsylvania Association of Colleges and Teacher Educators)**

The PAC-TE Executive Directors' Scholarship is an annual scholarship awarded to a deserving Undergraduate or Graduate Student pursuing teacher certification at a college or university in the

Commonwealth of Pennsylvania who has a GPA of 3.5 or higher. The monetary amount of the scholarship is anticipated to be \$1,000. For further application information and deadlines, please visit [https://www.pac-te.org/i4a/forms/index.cfm?id=24&pageid=3331&showTitle=1&widgetPreview=0&page\\_version=](https://www.pac-te.org/i4a/forms/index.cfm?id=24&pageid=3331&showTitle=1&widgetPreview=0&page_version=)

### **The Pennsylvania T.E.A.C.H. Scholarship**

The Pennsylvania Child Care Association (PACCA) offers a variety of T.E.A.C.H. Scholarships to meet the needs of the early care and education workforce. See the link below for eligibility criteria and links to the T.E.A.C.H. brochure and applications.

[https://www.pacca.org/how\\_to\\_apply.php](https://www.pacca.org/how_to_apply.php)

Eligible applicants must:

- work a minimum of 25-30 hours per week directly with children in a DHS-certified child care program;
- make \$19 or less an hour (\$25 or less per hour for directors) and
- be interested in pursuing coursework at a participating college toward a degree or credential in early childhood education.

### **Federal TEACH Grants**

The TEACH Grant Program provides grants of up to \$4,000 a year to students who are completing or plan to complete course work needed to begin a career in teaching.

As a condition for receiving a TEACH Grant, you must sign a *TEACH Grant Agreement to Serve* in which you agree to (among other requirements) teach

- in a high-need field (math, chemistry, biology, general science, special education);
- at an elementary school, secondary school, or educational service agency that serves students from low-income families; and
- for at least four complete academic years within eight years after completing (or ceasing enrollment in) the course of study for which you received the grant.

Please see the [TEACH Grant website](#) for full information, eligibility criteria, and the *TEACH Grant Agreement to Serve* stipulations.

## **SECTION 8: STUDENT SUPPORT SERVICES AND RESOURCES**

### **Carlow University Disabilities Services**

Carlow University makes every effort to provide reasonable accommodations for students with disabilities. This includes individuals with physical disabilities, learning disabilities, and mental health disorders who meet the definition of disability under the Americans with Disabilities Act. Students who plan to request accommodations should contact the Disabilities Services Office at the beginning of each semester since accommodations cannot be granted retroactively. To determine whether you qualify for accommodations, or if you have questions about services and procedures for students with disabilities contact:

Jacqueline M. Smith

Disabilities Services Office  
Room 411E, University Commons  
Phone: 412.578.6257 (Office Line)  
412.578.6050 (Direct line)  
Fax: 412.578.2027  
Email: [dso@carlow.edu](mailto:dso@carlow.edu)

### **Carlow University Temporary Disability Policy**

Carlow University values each student and is invested in encouraging his or her academic success in line with the Mercy mission “to respond reverently to God and others; and to embrace an ethic of service for a just and merciful world.” In keeping with the mission, the University has chosen to offer assistance to those with temporary conditions such as short term illnesses, injuries, or other temporary medical conditions. While the University is not required to provide such support under the Americans with Disabilities Act, some assistance may be arranged via the Disability Services Office (DSO). Each situation will be reviewed; however, the office cannot guarantee that services will be provided.

In order to determine if a student with a temporary condition may receive some assistance via the DSO, he/she should contact the office at 412 578-6257. The student will be asked to meet with Jackie Smith, Disabilities Services Representative, and to provide the requisite documentation of his/her condition. Mrs. Smith will review the documentation and may consult with the student accommodation committee to determine what, if any, assistance may be provided. All documentation will remain confidential.



## **Center for Academic Achievement (CAA)**

The Center for Academic Achievement (CAA) is a valuable resource for Carlow students and offers free tutoring and online guides for writing and research. The CAA is open weekdays and with limited hours on weekends. To make an appointment, use our online scheduling system at <https://carlow.mywconline.com> on your computer, smart phone or tablet, click the FIND A TUTOR button on myPortal, or call **412-578-6146**. If you are able, we recommend that you schedule an in-person tutoring appointment at the Oakland campus. However, email or web conference appointments are also available: just select a tutor with the e-tutoring option and upload your paper via the online scheduling system. Papers will be returned to you via email with comments by midnight the day of the appointment. Appointments must be made at least 48 hours in advance; one paper (ten pages) per appointment. Cancellations can be made online within 8 hours of the appointment time. For last minute cancellations, please call. See guidelines for email appointments on MyPortal under “Academics/Academic Support,” as well as electronic guidelines for web conferencing. See “Writing Resources” on CelticOnline for writing and research guides and tip sheets. Remember: the purpose of tutoring is to enhance independent learning, so CAA tutors do not “edit” your papers. The CAA helps you to become a better writer.

## **Student Affairs Office**

University Commons, Second Floor  
Phone: 412.578.2026

Student Affairs (or Student Life) coordinates all student activities on campus essential to promoting the growth of the whole person. Through athletics, campus ministry, counseling services, health services, leadership development, multicultural programs, residence life, student activities and development, student life, and wellness and physical education, Student Affairs strives to meet the needs of students beyond the classroom.

## **Office of Financial Aid**

Antonian Hall, Second Floor  
Phone: 412.578.6389

The Office of Financial Aid is responsible for awarding federal, state, and institutional financial aid in compliance with applicable regulations. Students are strongly encouraged to contact the Office of Financial Aid with questions or concerns about their financial aid. Staff is available in person on the second floor of Antonian Hall during regular business hours. Students may also contact the Office of Financial Aid via email at [finaid@carlow.edu](mailto:finaid@carlow.edu), or by calling 412.578.6389. Students should refer to the financial aid section of the Carlow website at [https://www.carlow.edu/Financial\\_Aid\\_and\\_Scholarships.aspx](https://www.carlow.edu/Financial_Aid_and_Scholarships.aspx) to access forms and complete financial aid processes.

## **Instructional Technology (IT) Division**

University Commons, Second Floor Information Desk

Help Desk

Phone: 412.578.8700 (on campus)

Phone: 1.866.767.9509 (off campus)

Email: [help@carlow.edu](mailto:help@carlow.edu)

The Help Desk is staffed from 8 a.m. until 8 p.m., Monday through Friday and 8 a.m. to 4 p.m. on Saturday. During the summer months, the Help Desk is staffed Monday through Friday 8 a.m. to 5 p.m. There is 24/7 service available to help expedite answering calls, password resets, and queuing calls to the appropriate resources. To reach the 24/7 Help Desk, please call 412.578.8700 on campus or 1.866.767.9509 when off campus.

The IT department provides wireless network access in most areas on campus. If you need assistance accessing the wireless network, please call or visit the IT Help Desk with your computer.

To change or recover your password, please visit:

<https://mypassword.carlow.edu/pwm/private/login>

## **Campus Ministry at Carlow University**

208 University Commons (Behind the Information Desk)

Phone: 412.578.6651

Email: [campusministry@carlow.edu](mailto:campusministry@carlow.edu)

Campus Ministry at Carlow serves the pastoral and spiritual needs of the University community and provides a variety of opportunities for service, reflection, prayer and worship, which both support and reflect the Core Values of the University. Students are encouraged to tend to their spiritual well-being, development, and maturity by participating in a variety of faith formation and spiritual development opportunities both on the Carlow campus and throughout the Oakland area.

## **Health Services at Carlow University**

Frances Warde Hall, Fourth Floor, Room 408

Phone: 412.578.6174

Office Hours: Monday through Friday, 8:30 a.m.-12:00 p.m. and 1:00-4:00 p.m.

Physician Hours: Tuesdays, 1:30-4:00 p.m. and Thursdays 12:00-4:00 p.m.

Nurse-directed health services are accessible through Carlow University's Health Services.

Routine, non-emergency care is provided to Carlow University Students. This includes residential, commuter, graduate, non-traditional and traditional-aged students, as well as Carlow University staff and faculty.

The services of a registered nurse are free of charge to all students. These services include:

- Blood pressure screening
- First aid care
- Over-the-counter drugs
- Health education with resources and literature
- Evaluation and referrals to health professionals
- Weight and nutrition counseling
- Physician services

Through University of Pittsburgh Children's Hospital, Department of Adolescent and Young Adult Medicine, physician services are available four hours per week. Appointments may be made and walk-ins will be accommodated as possible. There is a \$10 fee to see the physician which will be automatically billed to the student's account.

### **Health and Counseling Center**

Frances Warde Hall, Fourth Floor, Rooms 401, 402 and 404  
Phone: 412.578.6306

Office Hours: Monday through Friday, 9:00 a.m. – 4:30 p.m

Counseling is available and free to all students.

Recognizing when you need help is a sign of strength and the first step to resolving the issues that challenge you. The Health and Counseling Center staff help students with a range of problems including:

- Relationship concerns
- Stress management
- Transition
- Anxiety or depression
- Grief/loss issues
- Trauma/crisis intervention
- Drug/Alcohol problems
- Eating concerns
- Family concerns

## **Wellness and Fitness Services**

Julie Gaul, Wellness and Fitness Director

Phone: 412.578.6042

E-mail: [jmgaul@carlow.edu](mailto:jmgaul@carlow.edu)

Carlow University's Wellness and Fitness Services provides healthy lifestyle strategies and wellness education to the Carlow community through nutrition consultations, special events, classes, workshops, and seminars. We offer individualized exercise programs to the students, faculty, and staff that improve fitness levels and promote cardiovascular health. Our programs and services promote good health, teach physical skills, and encourage positive social interactions. All members of the Carlow community may utilize our two fitness centers. Additionally, students can check out one of the many non-credit fitness classes – from yoga to water workout – to remain physically active within their busy schedules.

## **Dining Services**

Carlow University works with Aladdin Food Management to provide students, faculty and staff with delicious and healthful dining options on campus. A wide variety of meals, beverages, and "grab-and-go" items are available in convenient locations. Visit the [Dining Services](#) site for current menus, hours of operation, meal plans, and other information beyond what is contained here.

***Tiernan Dining Hall:*** Tiernan Dining Hall is available to all students as a part of the resident student housing contract. Commuter students, faculty, and staff may also purchase meals for their enjoyment. Tiernan Dining Hall is located on the Ground Floor of Tiernan Hall and serves breakfast, lunch and dinner seven days a week (see [https://www.carlow.edu/Dining\\_Services.aspx](https://www.carlow.edu/Dining_Services.aspx) for specific hours each day, as well as menu options).

***Frank B. Fuhrer Cafe:*** Located in the University Commons Building, this new location features upscale a la' carte deli sandwiches, wraps, salads, and much more. They also proudly serve Starbucks Signature Coffee drinks.

***Celtic Café:*** This trendy coffee shop features coffee, pastries, desserts, soups, salads, sandwiches, and daily prepared “grab-n-go” items - perfect for students in a rush or those studying for exams. The café and seating area are located in the Atrium of the A.J. Palumbo Hall of Science and Technology.

## **Mailroom**

University Commons, First Floor

Phone: 412.578.6127

Service Hours: Monday through Thursday, 8:00 a.m. to 5:00 p.m.; Friday, 8:00 a.m. to 4:00 p.m.

The Mailroom sells stamps, mailing envelopes, U.S. Postal Service-issued mailing boxes, and envelopes. Students can use the Mailroom to send packages through United Parcel Service, FedEx, or the U.S. Post Office. The Mailroom has a mail slot for inter-campus mail and resident students' private mailboxes should the window be closed.

## **Carlow ID Center**

Frances Warde Hall, Third Floor Police Communications Center

Phone: Police Communications Center, 412.578.6005

All Carlow Card functions are handled and distributed by Carlow Police. To get your Carlow Card, bring positive photo identification (i.e., a driver's license or passport), along with a copy of your course schedule, to the Carlow Police Communications Center in Frances Warde Hall.

## **Parking**

Frances Warde Hall, Third Floor Police Communications Center

Phone: Police Communications Center, 412.578.6005

Parking on Campus is regulated by the Campus Police Department. For the latest and most complete information on acquiring a parking permit, rates, parking regulations, visitor parking, and the consequences of violating campus parking policies, please visit the appropriate link on myPortal.

## **The Carlow University Police Department**

Frances Warde Hall, Third Floor Police Communications Center

Phone: 412.578.6005

Emergency: 412.578.6007

The Carlow University Police Department is committed to ensuring the safety of our students, faculty, and staff 24 hours a day, 7 days a week.

## **Office of Career Development**

University Commons, Second Floor Center for Experiential Learning

Phone: 412.578.6067

Email: [careercenter@carlow.edu](mailto:careercenter@carlow.edu)

The Office of Career Development is committed to offering a comprehensive career development program consisting of programs and services designed to ensure students of Carlow University make a successful transition from education to employment or graduate school. Personal assistance is provided in the areas of career exploration; identifying and developing employment skills; gaining practical experience; and planning and completing successful job or graduate and professional school searches.

## **SECTION 9: STUDENT CONDUCT, SAFETY AND SECURITY, AND OTHER POLICIES AND PROCEDURES RELATED TO STUDENTS**

Students of Carlow University are expected to conduct themselves as responsible individuals who respect the rights and dignity of others. University rules and regulations are intended to protect the rights of each member of the University community. Students are expected to act reasonably, responsibly, and civilly while on campus and at University-sponsored events off campus.

Please refer to the Carlow University Student Handbook to get updated information about the Student Code of Conduct, Safety and Security Policies and Procedures, and other applicable policies and procedures related to students at

<http://www.carlow.edu/Studenthttps://carlow.edudine.com/ Handbooks.aspx>, and  
<https://myportal.carlow.edu/academics/handbooks/Pages/default.aspx>.

## **APPENDIX A**

### **The Pennsylvania Code of Professional Practice and Conduct for Educators**

In addition to the Professional Ethics Competencies, the Professional Standards and Practices Commission (PSPC) adopted and maintains a code for professional practice and conduct that shall be applicable to any educator. The [Code of Professional Practice and Conduct for Educators](#) delineates the educators' commitment to students, colleagues, and the profession.

#### **§ 235.1. Mission**

The Professional Standards and Practices Commission (PSPC) is committed to providing leadership for improving the quality of education in this Commonwealth by establishing high standards for preparation, certification, practice and ethical conduct in the teaching profession.

#### **§ 235.2. Introduction.**

- a. Professional conduct defines interactions between the individual educator and students, the employing agencies and other professionals. Generally, the responsibility for professional conduct rests with the individual educator. However, in this Commonwealth, the Professional Standards and Practices Commission (PSPC) is charged with the duty to adopt and maintain a code for professional practice and conduct that shall be applicable to any educator. See section 5(a)(10) of the Educator Discipline Act (act) (24 P.S. § 2070.5(a)(10)).
- b. In recognition of the magnitude of the responsibility inherent in the education process and by virtue of the desire to maintain the respect and confidence of their colleagues, students, parents and the community, educators shall be guided in their conduct by their commitment to their students, colleagues and profession.
- c. Violations of any of the duties prescribed by this chapter may be used as supporting evidence in disciplinary proceedings conducted by or on behalf of the PSPC under the act. Violations of this chapter may also be an independent basis for a public or private reprimand. Discipline for conduct that constitutes both a basis for discipline under the act and an independent basis for discipline under this chapter shall not be limited to a public or private reprimand. Nothing in this chapter shall be construed to otherwise limit the Department of Education's authority to initiate an action under the act to suspend, revoke or otherwise discipline an educator's certificate or employment eligibility, or both.
- d. Nothing in this chapter shall be construed or interpreted to require an educator to violate any of the doctrines, tenets, policies, or practices of any religious or religiously affiliated school in which that educator is employed.

#### **§ 235.3a. Definitions.**

The following words and terms, when used in this chapter, have the following meanings, unless the context clearly indicates otherwise:

*Act*—The Educator Discipline Act (act) (24 P.S. §§ 2070.1a—2070.18c).



*Boundaries*—The verbal, physical, emotional and social distances between an educator and a student.

*Educator*—As defined in section 1.2 of the act (24 P.S. § 2070.1b).

*Electronic communication*—A communication transmitted by means of an electronic device such as a telephone, cellular telephone, computer, computer network, personal data assistant or pager, including e-mails, text messages, instant messages and communications made by means of an Internet web site, such as social media and social networking web sites, or mobile device applications.

*Harm*—The impairment of learning or any physical, emotional, psychological, sexual or intellectual damage to a student or a member of the school community.

*School entity*—As defined in section 1.2 of the act (24 P.S. § 2070.1b).

*Sexual misconduct*—As defined in section 1.2 of the act (24 P.S. § 2070.1b).

*Unauthorized drugs*—Any controlled substance or other drug possessed by a person not authorized by law to possess such controlled substance or other drug.

### **§ 235.5a. Commitment to students.**

- a. The primary professional obligation of educators is to the students they serve.
- b. In fulfillment of the commitment to students, educators:
  1. Shall exercise their rights and powers in good faith and for the benefit of the student.
  2. Shall maintain appropriate professional relationships and boundaries with all students at all times, both in and outside the classroom.
  3. Shall not sexually harass students or engage in sexual misconduct.
  4. Shall exert reasonable effort to protect students from harm.
  5. Shall not intentionally expose a student to disparagement.
  6. Shall exhibit consistent and equitable treatment and shall not unlawfully discriminate against students.
  7. Shall not interfere with a student's exercise of political or civil rights and responsibilities.
  8. Shall not knowingly or intentionally distort or misrepresent evaluations of students or facts regarding students.
  9. Shall not knowingly or intentionally misrepresent subject matter or curriculum.
  10. Shall respect a student's right to privacy and comply with all Federal and State laws and regulations, and local policies concerning student records and confidential communications of students.
  11. Shall not be on school premises or at a school-related activity involving students, while under the influence of, possessing or consuming alcoholic beverages or illegal or unauthorized drugs.
  12. Shall not furnish, provide, or encourage students or underage persons to use, possess or unlawfully distribute alcohol, tobacco, vaping products, illegal or unauthorized drugs or knowingly allow any student or underage person to consume alcohol, tobacco, vaping products, or illegal or unauthorized drugs in the presence of the educator.

13. Shall refrain from inappropriate communication with a student or minor, including, inappropriate communication achieved by electronic communication. Inappropriate communication includes communications that are sexually explicit, that include images, depictions, jokes, stories or other remarks of a sexualized nature, that can be reasonably interpreted as flirting or soliciting sexual contact or a romantic relationship, or that comment on the physical or sexual attractiveness or the romantic or sexual history, activities, preferences, desires or fantasies of either the educator or the student. Factors that may be considered in assessing whether other communication is inappropriate include:
  14. The nature, purpose, timing and amount/extent of the communication;
  15. The subject matter of the communication; and
  16. Whether the communication was made openly, or the educator attempted to conceal the communication.

#### **§ 235.5b. Commitment to colleagues.**

In fulfillment of the commitment to colleagues, educators:

1. Shall not knowingly and intentionally deny or impede a colleague in the exercise or enjoyment of a professional right or privilege in being an educator.
2. Shall not knowingly and intentionally distort evaluations of colleagues.
3. Shall not sexually harass a colleague.
4. Shall not unlawfully discriminate against colleagues.
5. Shall not interfere with a colleague's exercise of political or civil rights and responsibilities.
6. Shall not use coercive means or promise special treatment to influence professional decisions of colleagues.
7. Shall not threaten, coerce or discriminate against a colleague who in good faith reports or discloses to a governing agency actual or suspected violations of law, agency regulations, or standards.
8. Shall respect a colleague's right to privacy and comply with all Federal and State laws and regulations, and local policies concerning confidential health or personnel information.

#### **§ 235.5c. Commitment to the profession.**

In fulfillment of the commitment to the profession, educators:

1. Shall comply with all federal, state, and local laws and regulations and with written school entity policies.
2. Shall apply for, accept, or assign a position or a responsibility on the basis of professional qualifications and abilities.
3. Shall not knowingly assist entry into or continuance in the education profession of an unqualified person or recommend for employment a person who is not certificated appropriately for the position.
4. Shall not intentionally or knowingly falsify a document or intentionally or knowingly make a misrepresentation on a matter related to education, criminal history, certification, employment, employment evaluation or professional duties.
5. Shall not falsify records or direct or coerce others to do so.

6. Shall accurately report all information required by the local school board or governing board, State education agency, federal agency or state or federal law.
7. Shall not knowingly or intentionally withhold evidence from the proper authorities and shall cooperate fully during official investigations and proceedings.
8. Shall comply with all local, state or federal procedures related to the security of standardized tests, test supplies or resources. Educators shall not intentionally or knowingly commit, and shall use reasonable efforts to prevent, any act that breaches test security or compromises the integrity of the assessment, including copying or teaching identified test items, publishing, or distributing test items or answers, discussing test items, providing unauthorized assistance to students, unauthorized alteration of test responses, results or data, and violating local school board or state directions for the use of tests.
9. Shall not accept or offer gratuities, gifts, or favors that impair or appear to influence professional judgment, decisions, or actions or to obtain special advantage. This section shall not restrict the acceptance of de minimis gifts or tokens offered and accepted openly from students, parents of students, or other persons or organizations in recognition or appreciation of service.
10. Shall not exploit professional relationships with students, parents or colleagues for personal gain or advantage.
11. Shall use school funds, property, facilities, and resources only in accordance with local policies and local, state, and federal laws.





**APPENDIX B**

**Carlow University  
Dispositions Document**

<b>Student Name:</b>				
<b>CARLOW UNIVERSITY DISPOSITIONS FOR PRE-SERVICE TEACHERS</b>				
<b>Carlow University Dispositions</b>	<b>Behaviors Always Demonstrated</b>	<b>Behaviors Inconsistently Demonstrated</b>	<b>Behaviors Absent or Missing</b>	<b>Comments</b>
<b>RESPECT</b>				
<b>Respectful Communication</b>	<input type="checkbox"/>  Is kind, caring, and professional in conversation and interactions  Conveys an appropriate tone in conversations with faculty and peers and responds appropriately to social cues when interacting with others	<input type="checkbox"/>  Sometimes interjects when others are talking or talks over others  Persists in attempting to make the same point in discussion  Makes off-color remarks or off-topic comments during discussion	<input type="checkbox"/>  Is short or abrasive in conversation or interactions with others  Makes unreasonable demands of faculty or staff  Responds aggressively or inappropriately to comments of others	

Student Name:

**CARLOW UNIVERSITY**  
**DISPOSITIONS FOR PRE-SERVICE TEACHERS**

<b>Carlow University Dispositions</b>	<b>Behaviors Always Demonstrated</b>	<b>Behaviors Inconsistently Demonstrated</b>	<b>Behaviors Absent or Missing</b>	<b>Comments</b>
	<p>Acknowledges other viewpoints and responds with civility in conversation and debate</p>		<p>Raises voice in anger during discussion</p>	
<p><b>Respectful Behaviors</b></p>	<p style="text-align: center;"><input type="checkbox"/></p> <p>Listens intently with the purpose of understanding and communicates an appreciation for others</p> <p>Believes in worth, ability, and potential of herself/himself and others, especially those with different social identities</p>	<p style="text-align: center;"><input type="checkbox"/></p> <p>Does not actively listen when others are speaking</p> <p>Usually pays attention to guest speakers, faculty, or peer presentations</p> <p>Sometimes speaks before others have an opportunity to finish their thoughts</p>	<p style="text-align: center;"><input type="checkbox"/></p> <p>Claims to have “right” answers in conversations and debates</p> <p>Engages in distracting behaviors while others are presenting or teaching</p> <p>Does not believe in the worth, dignity, or potential of every human being and</p>	

Student Name:

**CARLOW UNIVERSITY**  
**DISPOSITIONS FOR PRE-SERVICE TEACHERS**

<b>Carlow University Dispositions</b>	<b>Behaviors Always Demonstrated</b>	<b>Behaviors Inconsistently Demonstrated</b>	<b>Behaviors Absent or Missing</b>	<b>Comments</b>
		Sometime attempts to monopolize conversations	conveys this attitude in verbal or nonverbal communication or communicates a lack of self-worth. Makes self-deprecating comments and continually puts self down	
<b>Respectful Collaboration</b>	<input type="checkbox"/> Displays a collaborative attitude and willingness to work with individuals from all different social identities.	<input type="checkbox"/> Has made an insensitive comment about social identities  Acts differently when required to work with individuals with different social identities.	<input type="checkbox"/> Makes degrading, racist, sexist, xenophobic, or homophobic comments about others  Refuses to work, collaborate, or converse with individuals with	



Student Name:

**CARLOW UNIVERSITY**  
**DISPOSITIONS FOR PRE-SERVICE TEACHERS**

<b>Carlow University Dispositions</b>	<b>Behaviors Always Demonstrated</b>	<b>Behaviors Inconsistently Demonstrated</b>	<b>Behaviors Absent or Missing</b>	<b>Comments</b>
		Does not acknowledge the validity of viewpoints of others in conversation and debate	different social identities	
<b>ETHICS</b>				
<p style="text-align: center;"><b>Honesty</b></p> <p>(Carlow University Handbook, Academic Integrity Policy, 2017)</p>	<p style="text-align: center;"><input type="checkbox"/></p> <p>Displays honesty as depicted by truthful explanation of events; includes only true information on forms, resumes and other professional documentation</p>		<p style="text-align: center;"><input type="checkbox"/></p> <p>Is deceitful in the intentional use of false or altered information or the withholding of information pertinent to the academic program. Provides false information or documentation with the intent to obtain an exemption, extension or exception to assignments, exams, presentations, and other coursework.</p> <p>Fabricates or distorts data through either falsification or</p>	

Student Name:

**CARLOW UNIVERSITY**  
**DISPOSITIONS FOR PRE-SERVICE TEACHERS**

<b>Carlow University Dispositions</b>	<b>Behaviors Always Demonstrated</b>	<b>Behaviors Inconsistently Demonstrated</b>	<b>Behaviors Absent or Missing</b>	<b>Comments</b>
			fabrication, or any sort of forgery or unsanctioned use of documents for research or other coursework.	
<b>Cheating</b>  (Carlow University Handbook, Academic Integrity Policy, 2017)	<input type="checkbox"/>  Completes assignments, quizzes, tests, homework and presentations independently.		<input type="checkbox"/>  Copies any coursework, such as (but not limited to) quizzes, tests, exams (in--class, online, or take-- home), homework or other assignments, lab work, presentations, and both creative and scholarly forms of expression such as projects and papers, computer programs, artistic, musical, or any audiovisual or multimedia work, from another or others	

Student Name:

**CARLOW UNIVERSITY**  
**DISPOSITIONS FOR PRE-SERVICE TEACHERS**

<b>Carlow University Dispositions</b>	<b>Behaviors Always Demonstrated</b>	<b>Behaviors Inconsistently Demonstrated</b>	<b>Behaviors Absent or Missing</b>	<b>Comments</b>
<p><b>Plagiarizing</b></p> <p>(Carlow University Handbook, Academic Integrity Policy, 2017)</p>	<p style="text-align: center;"><input type="checkbox"/></p> <p>Submits original work without instances of plagiarizing words and/or ideas in accordance with the university policy</p>	<p style="text-align: center;"><input type="checkbox"/></p> <p>Does not properly cite sources, uses exact wording without quotations or proper attribution, paraphrases without proper citation, or improperly paraphrases. Attributes citations to inaccurate or misleading sources.</p> <p>Without authorization, uses one's own work or part of a work, either from the same course or from another course, in more than one assignment</p>	<p style="text-align: center;"><input type="checkbox"/></p> <p>Submits other's work as one's own</p>	
<p><b>Confidentiality</b></p>	<p style="text-align: center;"><input type="checkbox"/></p> <p>Demonstrates discretion when alerted to sensitive information or</p>		<p style="text-align: center;"><input type="checkbox"/></p> <p>Shares student information or accounts of student behavior with others</p>	

Student Name:

**CARLOW UNIVERSITY**  
**DISPOSITIONS FOR PRE-SERVICE TEACHERS**

Carlow University Dispositions	Behaviors Always Demonstrated	Behaviors Inconsistently Demonstrated	Behaviors Absent or Missing	Comments
	materials and maintains strict confidentiality		that do not have a need or right to know and/or is not necessary for a student's safety or well-being.	
<b>PROFESSIONALISM</b>				
<b>Professional Maturity</b>	<input type="checkbox"/> Regularly demonstrates flexibility; responds to changes or situations by seeking positive outcomes while maintaining composure and a calm demeanor; reacts positively to constructive feedback and professional guidance; self-regulates and modifies professional	<input type="checkbox"/> Sometimes reacts irrationally or emotionally in response to change or given situations; occasionally displays some difficulty accepting feedback; may make excuses rather than seeking improvement; makes some attempt to incorporate feedback given through the course/program	<input type="checkbox"/> Frequently acts irrationally, inappropriately, or emotionally in response to change or given situations; is defensive or rude when given constructive feedback or professional guidance; makes excuses rather than seeking improvement; fails to incorporate feedback given through the course/program	

Student Name:

**CARLOW UNIVERSITY**  
**DISPOSITIONS FOR PRE-SERVICE TEACHERS**

<b>Carlow University Dispositions</b>	<b>Behaviors Always Demonstrated</b>	<b>Behaviors Inconsistently Demonstrated</b>	<b>Behaviors Absent or Missing</b>	<b>Comments</b>
	behavior based upon feedback			
<b>Professional Communication</b>	<input type="checkbox"/> Always interacts in an exemplary manner by using integrity and diplomacy in oral and written communication with peers, families, supervisors, instructors, and other school personnel; uses formal English in the classroom and in oral and written communications of a professional nature; listens actively; uses non-verbal communication effectively; follows appropriate channels of communication	<input type="checkbox"/> Exhibits written and oral communication skills which are appropriate for educational settings; communications usually display integrity and tact; shows a basic command of the English language; uses non-verbal communications that are generally appropriate and are not a distraction	<input type="checkbox"/> Exhibits written or oral communication skills which are inappropriate for educational settings or the intended audience; written or oral communications frequently lack integrity or tact; consistently demonstrates poor mastery of academic language; fails to use active listening; fails to follow appropriate channels of communication	

Student Name:

**CARLOW UNIVERSITY**  
**DISPOSITIONS FOR PRE-SERVICE TEACHERS**

<b>Carlow University Dispositions</b>	<b>Behaviors Always Demonstrated</b>	<b>Behaviors Inconsistently Demonstrated</b>	<b>Behaviors Absent or Missing</b>	<b>Comments</b>
<b>Professional Presentation</b>	<input type="checkbox"/> Consistently shows respect for the profession through appropriate attire and personal grooming that makes a positive impression; maintains a professional appearance in schools where field experiences and student teaching occur	<input type="checkbox"/> Usually shows pride in appearance as a future educator; typically exhibits an appearance that is tidy, clean, and in accordance with professional expectations for educational settings	<input type="checkbox"/> Exhibits an appearance that is inconsistent with professional expectations for grooming, dress, or personal hygiene	
<b>Professional Responsibility</b>	<input type="checkbox"/> Consistently plans meaningful lessons and/or coursework which are submitted on time and are of high quality; regularly attends field experiences and Practicum	<input type="checkbox"/> Generally meets professional responsibilities in planning appropriate lessons and/or coursework; may miss deadlines on occasion but generally submits work that is on time and	<input type="checkbox"/> Fails to plan meaningful, high-quality coursework or lessons due to lack of preparation and investment of time and substantive effort; work is often late, incomplete or	

Student Name:

**CARLOW UNIVERSITY**  
**DISPOSITIONS FOR PRE-SERVICE TEACHERS**

<b>Carlow University Dispositions</b>	<b>Behaviors Always Demonstrated</b>	<b>Behaviors Inconsistently Demonstrated</b>	<b>Behaviors Absent or Missing</b>	<b>Comments</b>
	experiences when scheduled and consistently arrives on time; complies with university and school district policies and procedures; acts as a role model, showing competence and adhering to the professional code of ethics	of good quality; attends field experiences and Practicum experiences when scheduled and almost always arrives on time; generally attempts to adhere to university and school district policies and procedures; adheres to the professional code of ethics	inaccurate; arrives late or misses field experiences and Practicum experiences when scheduled; is uncooperative or fails to enforce or abide by university and school district policies and procedures; often wants exceptions; exhibits behaviors that violate the professional code of ethics	
<b>SOCIAL JUSTICE/ EQUITY</b>				
<b>Intellectual Empathy</b>	<input type="checkbox"/> Consistently demonstrates and models respect for all persons; behaves in ways that reflect	<input type="checkbox"/> Usually demonstrates and models respect for all persons and responds to feedback on how to improve; usually behaves in	<input type="checkbox"/> Behaves in a manner that is intolerant, discriminatory, bigoted and narrow or closed-minded;	

Student Name:

**CARLOW UNIVERSITY**  
**DISPOSITIONS FOR PRE-SERVICE TEACHERS**

<b>Carlow University Dispositions</b>	<b>Behaviors Always Demonstrated</b>	<b>Behaviors Inconsistently Demonstrated</b>	<b>Behaviors Absent or Missing</b>	<b>Comments</b>
	<p>responsiveness and equitable effort on behalf of all; written and oral work as well as other formal and informal expressions reflect understanding of diversity (race, gender, socioeconomic background, language, culture, abilities)</p>	<p>ways that reflect responsiveness and equitable effort on behalf of all and responds to feedback on how to improve; for the most part, written and oral work as well as other formal and informal expressions reflect understanding of diversity (race, gender, economic class, language, culture, abilities) and responds to feedback on how to improve</p>	<p>resists or refuses to work with some groups or individuals; makes derogatory remarks, or rejects views based on factors such as race, gender, socioeconomic background, language, culture, abilities and/or religion</p>	
<p><b>Culturally Responsive and Relevant Pedagogy</b></p>	<p style="text-align: center;"><input type="checkbox"/></p> <p>Consistently selects materials, designs activities, and interacts in ways that demonstrate</p>	<p style="text-align: center;"><input type="checkbox"/></p> <p>For the most part selects materials, designs activities, and interacts in ways that demonstrate appreciation and</p>	<p style="text-align: center;"><input type="checkbox"/></p> <p>Selects materials, designs activities, or interacts in ways that demonstrate a lack of understanding/</p>	



Student Name:

**CARLOW UNIVERSITY**  
**DISPOSITIONS FOR PRE-SERVICE TEACHERS**

<b>Carlow University Dispositions</b>	<b>Behaviors Always Demonstrated</b>	<b>Behaviors Inconsistently Demonstrated</b>	<b>Behaviors Absent or Missing</b>	<b>Comments</b>
	appreciation and sensitivity of diversity (e.g., includes models from diverse backgrounds in learning experiences and provides opportunities for students to hear, consider, discuss different viewpoints)  Demonstrates and enacts an understanding of culturally responsive, inclusive and relevant pedagogy.	sensitivity of diversity (e.g., includes models from diverse backgrounds in learning experiences and provides opportunities for students to hear, consider, discuss different viewpoints) and responds to feedback on how to improve  Usually demonstrates and enacts an understanding of culturally responsive, inclusive and relevant pedagogy and demonstrates improvements based	knowledge of culturally inclusive, responsive and relevant pedagogy; due to a lack of cultural understanding, chooses materials that promote or reinforce stereotypes or demean others; does not take appropriate initiative to understand and identify student needs and/or provide learning experiences that meet the needs of all students; fails to provide extra assistance or alternative learning	

Student Name:

**CARLOW UNIVERSITY**  
**DISPOSITIONS FOR PRE-SERVICE TEACHERS**

<b>Carlow University Dispositions</b>	<b>Behaviors Always Demonstrated</b>	<b>Behaviors Inconsistently Demonstrated</b>	<b>Behaviors Absent or Missing</b>	<b>Comments</b>
		on constructive feedback.	experiences when warranted; repeatedly excludes some students from learning experiences; gives preferential treatment to some students; shows little or no improvement based on constructive feedback	

**Student Signature** \_\_\_\_\_ **Date** \_\_\_\_\_

**Professor/Supervisor Signature** \_\_\_\_\_ **Date** \_\_\_\_\_



## APPENDIX C

### Dispositions Action Plan

Carlow University

Education Department

Teacher Dispositions Action Plan

Student name:

---

Faculty member(s):

---

Other Attendees(s):

---

Date(s) of Meeting:

---

Please attach a copy of the completed disposition instrument to this action plan. If the students wishes, he or she may attach a written response for inclusion in the file.

**ACTION PLAN:**

Step #	Description of Actions to be Taken by student and/or faculty	Initiation Date	Review Date	Comments

Signatures:

---

Student

---

Faculty Member(s)

---

Other (e.g., Mentor Teacher)

Comments:

## APPENDIX D

### Courses that May Not Be Taken Until Candidacy is Achieved (Undergraduate Students)

At Carlow, these courses **MAY NOT** be taken until basic skills proficiency and candidacy has been met:

Early Childhood Education	Art Education	Special Education
EC311 Infant Toddler Program and Practicum	AE326 Elementary Art Methods	SPED472 Positive Behavior Supports (PreK-8)
ED305 Integrating the Arts	AE327 Secondary Art Methods	SPED474 Positive Behavior Supports (7-12)
EC303 Math for the Developing Child	ED370 Teaching and Professional Growth	SPED450 Early Intervention – Birth to Age 8
ED312 Reading and Language Arts	AE409 Elementary Art Student Teaching	SPED451 Assessment in Special Education
EC304 Science for the Developing Child	AE410 Secondary Art Student Teaching	SPED460 Communication and Technologies in Special Education
SPED450 Early Intervention and Inclusion	Any Graduate Course	SPED470 Meeting the Learning Needs of Students with Mild/Moderate Disabilities
EC325 Early Childhood Primary Practicum		SPED476 Teaching Methods for Students with Severe/Profound Disabilities
EC403 Understanding Early Childhood Curriculum for Multiculturalism, Peace and Justice		SPED478 Autism Spectrum Disorders
EC401SL Professional Communities of Practice		SPED490 – Student Teaching in Special Education
ED370 Teaching and Professional Growth		Any Graduate Course

SPED 332 Instructional Support in Reading, Writing and Math		
EC406 Primary1 Student Teaching		
EC407 Preschool Student Teaching		
EC415 Student Teaching		
Any Graduate Course		